DOCUMENT RESUME

ED 262 376 CS 008 154

AUTHOR Osburn, Bess
TITLE Lesson Plans, Behavioral Objectives and "Whole Language": Can They Work Together?
PUB DATE [83]
NOTE 16p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Behavioral Objectives; Higher Education; *Lesson Plans; *Planning; Reading Difficulties; *Reading Instruction; Reading Materials; *Reading Skills; *Teacher Education
IDENTIFIERS *Whole Language Approach

ABSTRACT

Using a whole language approach in teaching the language arts presents a realistic structure and setting for reading and writing, allowing students to practice reading skills in such a way that they actually encounter and engage in the skills, rather than focusing on mastering one skill at a time. On the other hand, the recent accountability movement suggests that teachers must be able to assess the child's growth and their own teaching with specific, measurable objectives. To meet those requirements, a lesson plan is needed that provides for teaching reading skills using whole language activities while assessing the child's growth and the teacher's teaching with specific objectives. University reading practicum students responsible for teaching reading-disabled students were instructed to write such lesson plans. In one university reading practicum, students teaching reading-disabled children write a lesson plan for each session with a child. The basic format of the plan includes three parts (goals and objectives, procedures, and evaluation of the lesson), with lessons planned around eight requirements. This approach to lesson planning gives practicum students a guide to planning reading lessons while using whole language materials, and the most important aspect of the procedure is that it does not detract from the process of enjoying good literature. A sample lesson plan is included.) (DF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED262376

LESSON PLANS, BEHAVIORAL OBJECTIVES AND "WHOLE LANGUAGE": CAN THEY WORK TOGETHER?

A Manuscript by

Bess Osburn

College of Education

Sam Houston State University

Huntsville, Texas 77341

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. Bess Osburn

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS 008 154

LESSON PLANS, BEHAVIORAL OBJECTIVES AND "WHOLE LANGUAGE":

CAN THEY WORK TOGETHER?

The accountability movement demands that public school teachers document learning in their classrooms. Children's progress is commonly illustrated through behavioral objectives based on minute parts of a skill. However, research suggests that breaking skills into tiny parts stresses the parts instead of the relationships of the parts to the whole (Rogers 1982). This dichotomy is particularly true in the field of teaching reading. Skill management programs containing as many as 100-300 identified reading skills are used to monitor children's progress in reading. While this practice has been utilized in an effort to make learning to read easier, summaries of research indicate that such programs fail to assure reading improvement (Bussis 1982, Johnson, 1977, Bagford 1977); poor readers do not use all the language cues appropriate for comprehension (Neville and Pugh 1977) and islolated practice may not transfer to real reading (Johnson and Pearson 1974). Thus, when working with poor readers, whole-language lessons, rather than contrived skill worksheets, should encourage both skill development and transfer.

I was confronted with the problem of how to teach teaching reading skills while using whole stories, when directing university reading practicum students responsible for teaching reading-disabled children. While advising the preservice and inservice teachers to use whole-language selections in their instructional lessons, I also wanted their objectives to be written in such a way that they could determine at the end of the lesson if the child had learned the content or the process included in the objective. The challenge for me was to help the reading

practicum students teach reading with whole language activities employing specific, measurable objectives.

The Practicum: Planning the Lessson

Practicum students write a lesson plan for each session with the child. After the material is identified, decisions are made about the goals and objectives of the lesson. The basic format includes three parts: goals and objectives, procedures and evaluation of the lesson. (See example lesson plan below.) Lessons were planned around the following requirements.

1. All lessons will use "whole" selections.

2. Beginning lessons will be designed to assure success for the child.

3. Objectives will focus on one reading strategy at a time even though lessons may included several goals.

4. The lessons will begin with silent reading comprehension no matter how poorly the child reads, unless of course he/she is a non-reader. (We want the child to begin to understand that reading is a receptive process as well at to practice silent reading strategies.)

5. Lesson content will use stories and reading materials that are meaningful and interesting to the child.

6. The reading selection itself will be used to teach comprehension and all other reading skills, i.e. Worksheets from workbook-type materials may not be used.

7. Evauation will be used to determine the child's success with the task, to reflect on the appropriateness of the material, and the appropriateness of each objective.

8. The evaluation will be an important aspect of determining the next instructional objective.

As indicated above, the lessons are to address only one objective at a time. This means that while many skills may be practiced while the child is reading, the teacher focuses on one goal at a time. This requirement was stressed because teachers tended to try teaching word recognition skills and/ or inferencing skills,etc., while also focusing on general comprehension. Such a procedure makes it impossible to determine how the child responds to a specific strategy.

The goals and objectives for the lessons could be divided into several categories: 1) silent reading comprehension, always the first goal; 2) making inferences with subgoals such as sequencing, understanding character development, determining theme, etc.; 3) language study, which might include vocabulary development, understanding sentences, word recognition skills, language play (Moffett 1976);and 4) relating reading to writing giving students writing experiences based on the reading selection. The choice of goals, of course, is determined by the needs of the child. The charateristics of the instructional materials must also be a consideration. For example, in the story used for the lesson plan below, the author employed a special literary technique, a flashback. To illustrate a plan to teach reading using whole language, the lesson plan format is discussed followed by an sample plan.

Goals and Objectives

To plan the lesson, materials must be selected and goals and objectives identified. Each objective must include a description of the task, the way the task can be measured, and the degree of success that is expected. Story question taxonomies (Whaley, 1981, Dreher and Singer

1980, Marshall 1983, McConaughy 1981) were used to construct a question format (see Comprehension of Stories). Beck, Omanson and McKeown (1982) recommend that the teacher should first be assured that the child has a cognitive "map" of the story, i.e. the child should understand the explicit events and causal relations in the story. The questioning format, therefore, is divided into two sets of questions, "Does the child understands the story" and "Does the child make necessary inferences?" The first set only might be appropriate for very young or very disabled readers.

Using the story questions, the teacher constructs objectives such as "After reading the story silently, Jane will identify the three main characters, the setting, the problem or conflict , one event and the solution." Specific questions with appropriate answers are composed prior to the presentation of the lesson so the teacher has in mind what is expected of the child.

Procedure

To begin the teacher must decide how to introduce the lesson. Research indicates that rather than presenting new words in isolation as is often done in basal teacher's guides, the child needs to know concepts critical to the meaning (Rumelhart 1980). Therefore, the teacher focuses on concepts that establish background knowledge, while other vocabulary words are incorporated into language study objectives presented later. The sequence of the instructional tasks and questions designed to teach the objectives must also be included. As the teacher and the child work through the lesson, the teacher guides and teaches thus discovering strengths and needs of the child.

Evaluation

The lesson plan evaluation accomplishes two purposes: the teacher assesses the child's achievement and the teacher also assesses the appropriateness and quality of the lesson. The first part of the evaluation allows the teacher to gain insights regarding the child's ability to perform the task. With this information the teacher can fulfill the second part of the evaluation by making a determination regarding the appropriateness of the lesson, i.e. "Does Jane need more experiences with this goal?" "Is it appropriate to move on, employing more difficult selections and activities?" Thus, the teacher has direction for selecting goals and objectives for the next lesson.

Example Lesson Plan

The following lesson plan using the story "Robin and the Sled Dog Race," (Machetanz 1977) demonstrates the use of whole stories to teach reading skills. While this story has a simple plot, a conflict which involves a girl who participates in a sled dog race, the author uses a flashback to develop a significant theme. The lesson focuses on silent reading comprehension, making inferences - sequence and character development, vocabulary, and finally, understanding a literary technique, a flashback. Other objectives could be included in the plans depending on the needs of the child. The story should be the basis for teaching any reading skill including phonics and structural analysis.

Conclusion

This approach to lesson planning has given our practicum students a guide to planning reading lessons using whole language materials. They have the satisfaction of focusing on reading skills using good stories and

books and monitoring as the child engages in specific learning objectives. Additionally, the students see the need for planning ahead and carefully choosing objectives based on the needs of the child and the qualities of the material. But the most important aspect of the procedure is that it does not detract from the process of enjoying good literature. It encourages postitive attitudes while simultaneously focusing on sensible skills within a sensible context.

BIBLIOGRAPHY

Bagford, J. (1977) "Management Systems and Comprehension: Do Not Mix!" Language Arts, Vol. 45, No. 5, 517-520.

Beck, I.L., Omanson, R.C., McKeown, M.G.(1982) "An Instructional Redesign of Reading Lessons: Effects on Comprehension", Reading Research Quarterly, Vol. XVII, No.4, pp. 462-81.

Bussis, Ann M. (1982) "Burn it at the Casket: Research, Reading Instruction, and Children's Learning of the First R." Phi Delta Kappan, pp. 237-41.

Dreher, M.J., Singer, H. (1980) "Story Grammar Instruction Unnecessary for Intermediate Grade Students." The Reading Teacher, Vol 34, pp. 261-72.

Johnson, D., Pearson, P.D. (1975) "Skills Management Systems:A Critique." Reading Teacher, Vol. 28, No. 8, p. 757-764.

Johnson, D. (1977). "Skills Management Systems: Some Issues," Language Arts, Vol. 54, No. 5, p. 511-516.

Machetanz, S. (1979) "Robin and the Sled Dog Race," Ring around the World, New York: Harcourt Brace Jovanovich, Bookmark Reading Program.

Marshall, N. (1983) "Using Story Grammar to Assess Reading Comprehension," The Reading Teacher, Vol. 36, No. 7. pp. 616-620.

Moffett, J. (1968) A Student Centered Language Arts Curriculum: Grades K-13, Boston: Houghton Mifflin.

McConaughy, S. H. (1981) "Developmental Changes in Story Comprehension and Levels of Questioning," National Reading Conference, Dallas, TX.

Neville, M., Pugh, A. K. (1976). "Context in Reading and Listening: Variations in Approach to Cloze Tasks," Reading Research Quarterly, Vol. 1, pp. 15-41.

Rogers, V. (1982) "What Research Tells Us About the Three R's, Phi Delta Kappan, Dec. 1982, p. 236.

Rumelhart, D. E. (1980) "Schemata: The Building Blocks of Cognition." Theoretical Issues in Reading Comprehension, (Eds.) R. Spiro, B. Bruce, W. Brewer. Hillsdale, N. J.: Erlbaum, pp. 33-58.

Schank, R. Abelson, R. (1977) Scripts, Plans, Goals and Understanding. Hillsdale, N. J.: Erlbaum.

Stein, N., Glen, C. (1979) "An Analysis of Story Comprehension in Elementary School Children." New Directions in Discourse Processing (Ed.) R. Freedle. Norword, N. J.: Ablex, pp. 53-120.

Whaley, J. (1981) "Story Grammars and Reading Instruction," The Reading Teacher, Vol. 24, No 7, pp. 762-771.

ABSTRACT

Teachers are encouraged to use whole language in teaching the language arts because it not only presents a realistic structure and setting for reading and writing but it also allows the student to practice reading skills in a way that readers actually encounter and engage in the skills. On the other hand, however, the accountability movement suggests that teachers must be able to assess the child's growth and their own teaching with specific objectives that can be measured. This article is written to help preservice in a inservice teachers teach reading skills using whole language activities, to assess the child's growth and to assess their own teaching with specific objectives that can be measured. An example lesson plan which meets both of these requirements is presented.

COMPREHENSION OF STORIES

I. Does the child understand the story?

A. Beginning: What happened at the beginning? (setting, time)
Where did the story begin? (setting)
When did the story begin? (time)
Who was the story about? (characters)
How did the story begin? (initiating event)

B. Middle: What happened then? How does the author develop the story?
Does _____have new conflicts or problems?
How does _____feel about it? (internal response)
What does he/she do about the problems? (atttempt)
What happened after that? (new episodes)

C. End: How did the story end?
How was A_____'s problem solved?
What was the final consequence? (resolution)

II. Does the child make necessary inferences?

A. Story elements
What do you think _____wanted? (goal)
What do you think _____wanted to accomplish? (goal)
Why did _____ do _____? (internal response)
What did _____feel/think to cause him/her to _____ (internal response)
How did _____feel in the end? (reaction)

B. Character disposition
What was _____like? (character traits.)
What did _____do or say to show what he/she was like? (character traits and behavioral consequences)
What words did the author use to show what the character was like? (character traits, vocabulary)

C. Going beyond the story text
What was the moral of the story? (authors purpose)
What was the message the author was trying to tell the reader? (theme)
Does this story remind you of others you have read? (relating story structures)

LESSON PLAN

Mary Jones

Material: Robin and the Sled Dog Race

Goal and Objective	Procedure	Evaluation
Silent reading comprehension: After reading Mary will identify the setting, the two important characters, the problem, an event and the solution.	1. Establish motivation and background. a. Discuss Alaska, climate. b. Discuss different kinds of races. 2. Read story silently. 3. Ask questions. * Who were the main characters? Robin, Mark * What was the problem in the story? Robin wanted to win the race. * What was an important event in the story? Mark's dogs were distracted by a moose. * How did the story end? Robin won the race. She was proud of her dogs.	Mary identified the characters, the problem, and the solution. She was unable to tell an event. I need to plan more experiences with story development.
Sequence Mary will sequence story events with 100% accuracy.	1. Present envelope with events written on strips of paper. 2. Mary will manipulate strips until events are sequenced. 3. If necessary, I will assist with task by asking guiding questions.	Mary had trouble with the middle events, but finally ordered them accurately. I need to plan more of these activities.

Goal and Objective	Procedure	Evaluation
Vocabulary development Mary will discuss word meanings using context clues and will suggest words with similar meanings.	Find figures of speech in the story, discuss meaning in context. Think of words that have similar meanings. * commands, p. 117 * gee, whoa, whew, haw, p. 125 * tangled, p. 126 * figures of speech "making nest in the snow," p. 118 "team shot forward", p. 121	Mary was able to discuss and explain all word meanings, but had difficulty with figures of speech. Needs more experiences.
Making inferences: Character development Mary will identify character's responses to their problems.	1. Discuss characters. a. Why was Robin afraid that she would not win the race? b. How did she deal with this? c. How do you think that Mark felt about the race at first? How do you know? d. How did Robin feel after the race? How did the author let you know this? e. How do you think that Mark felt after the race? f. Do you think that Mark learned from this experience?	We had lively discussion but Mary had trouble supporting her answers. I showed her how to support her ideas in the story. She needs many experiences of this kind.
Understands structure of the story: relating a literary device to story structure Mary will be able to identify the term "flashback" and locate words from the story context that clue the reader to the flashback.	1. Discuss movies which use flash-backs. 2. Discuss story sequence. 3. Locate words which clue the reader to the flashback. ("Robin remembered when..." page 116. Robin thought back when..., page 117)	This was a new idea to Mary. She understands more about story sequence. She did not catch on ot author's purpose for the flashback. This may be premature for her.